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ABSTRACT

This report is based on surveys that were conducted to determine the views and characteristics of persons actively involved in the life and work of American colleges and universities. The data was obtained from more than 60,000 college and university teachers, over 30,000 graduate students, and more than 70,000 undergraduates in 300 representative institutions. The surveys dealt with the following areas: (1) student and faculty evaluation of and attitudes toward the campus; (2) ways of improving undergraduate education; (3) political attitudes and attitudes toward disruption; and (4) governance and student participation in decisionmaking. Some of the findings were: (1) there was strong agreement among the 3 groups that disruption by activists was inimical to academic freedom and the educational process; (2) there was strong demand among students for greater participation in decisionmaking; (3) there was agreement that social change should be accomplished through the democratic process; (4) there were significant differences in attitudes held by younger and older faculty members and by faculty members in different disciplines; and (5) the existence of great diversity in American higher education. (AF)

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Preliminary Findings From National Surveys of American Higher Education

FOR PRESENTATION TO THE CARNEGIE COMMISSION

ON HIGHER EDUCATION, January 15, 1971

by Martin A. Trow,
professor, Graduate School of Public Affairs
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with Foreword and Concluding Statement
by Clark Kerr
chairman of the Commission

C O N F I D E N T I A L

Not for release before
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FOREWORD

This report is based upon the largest survey ever conducted to determine the views and characteristics of persons actively involved in the life and work of America's colleges and universities. The surveys were sponsored by the Carnegie Commission on Higher Education with financial support from the United States Office of Education and with the cooperation of the American Council on Education. They were carried out in 300 institutions considered roughly representative of the more than 2,500 colleges and universities in the country. Included were leading private colleges and universities, large state and city colleges, secular and denominational liberal arts colleges, and junior colleges.

Comprehensive analyses of the data gathered in these surveys will be the subject of future reports for the Commission by Dr. Martin Trow, professor, Graduate School of Public Affairs, University of California, Berkeley, who directed the surveys, and Dr. S. M. Lipset, professor of government and social relations, Harvard University. Dr. Trow has provided the material contained in this preliminary report in the interest of informed discussion of questions currently under consideration by the Commission and of general interest to the public.

This report is based on three major surveys in which data was obtained from more than 60,000 college and university teachers, over 30,000 graduate students, and more than 70,000 undergraduates. The data was collected during 1969 and has been adjusted to compensate for biases in sampling and to account for those who received but did not respond to questionnaires.

Highlights of this Report

1. The overwhelming majority of college teachers and students oppose violence and disruptive demonstrations on campuses.

2. There is wide agreement on the need for reform in American society.

3. Although college campuses are often the scene of protests, the campus is not usually the object of the protest. The majority of faculty members and students are generally satisfied with their colleges and universities.

4. Despite this general satisfaction with their institutions, students and faculty members agree to a significant extent on specific proposals for improvement.

5. There are significant differences in attitudes held by younger and older faculty members, and by faculty members in different disciplines.

6. There is great diversity in American higher education that is evident not only in the variety of institutional types represented in the survey sample, but also in the ages, activities, and attitudes of the respondents.

CLARK KERR
Chairman,
Carnegie Commission
on Higher Education

1. DISCONTENT ABOUT THE CAMPUS -- A RELATIVELY MINOR FACTOR

At a time of considerable turbulence on American college campuses, very little of it was directed at the institutions, at the curriculum within them, or even at the various administrative rules by which they were governed. To the statement, "Most undergraduates in my college are satisfied with the education they are getting," 71 percent of all undergraduates agreed (with or without reservations). An almost identical proportion of the faculty -- 70 percent -- answered the same way. Moreover, these sentiments appeared in about the same proportions right across the board from the biggest universities to the smallest liberal arts colleges and junior colleges. Only 6 percent of the undergraduates in all institutions strongly disagreed with that statement.

When asked "What is your over-all evaluation of your college?" only 4 percent of our sample of undergraduates said they were "very dissatisfied" and another 9 percent said they were "dissatisfied." Fully 63 percent of the undergraduates said they were "very satisfied" or "satisfied" and another 23 percent said they were "on-the-fence." At the leading universities (where most of the trouble on campuses has occurred) the proportion who said they were "satisfied" or "very satisfied" was 74 percent -- higher than the national average.

With the more pointed statement, "most faculty are strongly interested in the academic problems of undergraduates," nearly two-thirds (64 percent) -- a slightly higher proportion than was found among the faculty themselves -- of the undergraduates agreed. When asked about specific features of their college experience, the undergraduates responded as follows:

Table 1	Percent of undergraduates satisfied or very satisfied
Friendships with other students	85
Faculty/student relations	72
The quality of classroom instruction	69
The intellectual environment	68
The administration	67
The variety of courses I can take	58

Even the much maligned "administration" has the approval of two-thirds of the undergraduates, who say they are either "satisfied" or "very satisfied" with it. Perhaps the most surprising finding of the survey is in the responses to the statement, "Most rules governing student behavior here are sensible." Nearly three-fourths of the undergraduates agree with that statement. (We are less surprised that 78 percent of college and university teachers also agree.) Only 8 percent of the undergraduates strongly disagree.

2. AGREEMENT ON DESIRED IMPROVEMENTS

Although faculty members and students are generally satisfied with their institutions, they agree on several ways in which undergraduate education in America could be improved. The statement, "Undergraduate education in American would be improved if:" they responded as follows:

Table 2

	Percent agreeing strongly or with reservations	
	Undergraduates	Faculty
Course work were more relevant to contemporary life and problems	91	71
More attention were paid to the emotional growth of students	82	68
The colleges were governed completely by its faculty and students	63	39
Grades were abolished	59	32
All courses were elective	54	20
Students were required to spend a year in community service in the U.S. or abroad	51	54
There were less emphasis in specialized training and more in broad liberal education	42	57

Particularly significant is the fact that 9 out of 10 undergraduates would like their course work to be "more relevant to contemporary life and problems," while clear majorities of undergraduates would like to see grades abolished and all course work made elective. All of these possible changes fall within the domain involving curriculum and the conduct of instruction that has traditionally been controlled by the faculty. On these changes the students and faculty views are most in opposition to one another.

3. THE POLITICS OF MODERATION

While both faculty members and students may be found at all points along the political spectrum, from Left to Strongly Conservative, about 9 of every 10 persons in each category place themselves in one of three middle positions -- Liberal, Middle-of-the-road, or Moderate Conservative.

Another indication that their views are not outside the mainstream of American attitudes and values can be discerned from their responses to questions about the political movements and disruptions that have occurred on campuses in recent years. More than 4 of 5 (80 percent) of the college and university teachers agree that "Campus disruptions by militant students are a threat to academic freedom." About the same proportion of faculty members agree that "Students who disrupt the functioning of a college should be expelled or suspended." This statement was also agreed to by very large majorities of graduate and undergraduate students.

When asked "What do you think of the emergence of radical student activism in recent years?" only about 3 percent of the college teachers and graduate students indicated unreserved approval. In the leading colleges and universities where student activism has been most visible, the proportions were a little higher: 5 percent of the faculty and 8 percent of the graduate students gave the radical movement unreserved support. In the bulk of these instances, supporters indicated sympathy with the aims of the demonstrations but not with the means.

At the very sensitive intersection of academic freedom and responsibility, only 1 in 5 faculty members or graduate students agreed, even with reservations, that "Faculty members should be free on campus

to advocate violent resistance to public authority."

While it is clear that the overwhelming majority of college teachers and students oppose violence and disruptive demonstrations on campus (or even the advocacy of such acts) there is disquiet among academic people about the state of American politics. Substantial minorities in our sample express concern about the capacity of traditional American forms to deal with the acute problems of the larger society. For example, about one-third of the teachers and graduate students and one-half of the undergraduates indicate qualified agreement that "Meaningful social change cannot be achieved through traditional American politics." Although about 71 percent of the teachers and undergraduates agree that "In the United States today there can be no justification for using violence to achieve political goals," a substantial minority of 30 percent do not agree. The substantial minorities of college and university teachers and somewhat larger proportions of undergraduate students and graduate students who are skeptical of the ability of the traditional American political system to achieve desired goals undoubtedly help to explain the turbulence on many American campuses. Their discontent is not primarily with the state of American colleges and universities, but with the state of American politics and public policy in foreign and national affairs.

Specific acts of violence, for example bombings, are not necessarily reflections of the underlying attitudes of "disquiet" among faculty members and students. Nor do they negate the prevalence of general attitudes of moderation we have reported. Yet they obviously do enormous damage to the climate of reason necessary for teaching and learning and equally great damage to the confidence and support that colleges and universities can gain from the larger community.

4. THE GENERATION GAP

There are significant differences in the views of younger and older men who teach in our colleges and universities. About half of all academic men identify themselves as Left or Liberal -- the bulk of these in the Liberal category. In the leading universities, however, where slightly under half of the older men are Left or Liberal, the proportion among the young men under 30 in those categories is about three-fourths.

To the propositions that "In the United States today there can be no justification for using violence to achieve political goals," and "campus disruptions are a threat to academic freedom," two-thirds of the older academics gave strong assent, as compared to about one-third of the teachers under 30. A similar pattern appeared in responses to the statement, "Students who disrupt the function of a college should be expelled or suspended."

On the emerging issue of academic trade unions, collective bargaining and strikes by college and university teachers, age differences are quite strong. For example, when asked "Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for faculty members?" fewer than one-third of the older men gave even a qualified "yes," while more than 60 percent of the young teachers did so.

Age differences are sharper in some fields than in others. For example, although 30 to 40 percent of older men in the social sciences approve (with qualifications) the emergence of radical student activism, the proportion is 70 to 90 percent among younger men. By contrast, in the physical sciences, approval runs at about 20 to 40 percent among older men as compared with 40 to 50 percent among young men.

5. GOVERNANCE

Differences in the views of faculty members, graduate students and undergraduates on the question of student power in decision-making are large (Table 3). Over one-fifth of all undergraduates believe that undergraduates should have voting power on faculty promotion and appointment committees. Another one-fourth of them believe that they should at least be involved in appointments and promotions by formal consultation. By contrast, only 5 percent of the faculty would give undergraduates voting power in making faculty appointments and promotions and another 15 percent of the faculty would agree that undergraduates should be formally consulted in these matters.

Less pronounced differences are found with respect to undergraduate admissions policy and bachelor's degree requirements although the faculty members are still dubious about the role undergraduates should play in those areas. The differences are equally sharp and perhaps more consequential on the issues of the role of graduate students in academic decision-making (Table 4). Nineteen percent of the graduate students believe that they should have formal voting rights on faculty appointments and promotions and another 28 percent believe they should be formally consulted on them. Only 9 percent of the faculty would grant graduate students voting rights and another 19 percent would give them the privilege of formal consultation on faculty appointments and promotion.

On other issues, the differences are less pronounced. Twenty-one percent of the graduate students would want voting rights on graduate admissions and 32 percent would like to be consulted concerning them. Among the faculty, the proportions are 15 percent and 25 percent respectively.

Table 3

What role do you believe undergraduates should play in decisions on the following:

	TOTAL %		
	Control	Voting Power on Committees	Formal Consultation
a) Faculty appointments and promotion			
Faculty	0.3	5	15
Graduates	0.6	10	20
Undergraduates	0.9	21	25
b) Undergraduate admissions policy			
Faculty	0.2	13	24
Graduates	0.6	12	24
Undergraduates	2.0	23	28
c) Provision and content of courses			
Faculty	0.3	14	34
Graduates	1.0	24	38
Undergraduates	4.0	39	34
d) Student discipline			
Faculty	15.0	48	24
Graduates	11.0	42	25
Undergraduates	27.0	47	16
e) Bachelor's degree requirements			
Faculty	0.3	14	28
Graduates	0.8	15	32
Undergraduates	2.0	26	35

Table 4

What role do you believe graduate students should play in decisions on the following:

	TOTAL %		
	Control	Voting Power on Committees	Formal Consultation
a) Faculty appointment and promotion			
Faculty	0.2	9	19
Graduates	0.9	19	28
b) Departmental graduate admissions policy			
Faculty	0.2	15	25
Graduates	0.9	21	32
c) Provision and content of graduate courses			
Faculty	0.8	22	39
Graduates	4.0	39	37
d) Student discipline			
Faculty	18.0	39	21
Graduates	16.0	38	23
e) Advanced degree requirements			
Faculty	0.5	19	32
Graduates	2.0	27	37

Thirty-nine percent of the graduate students want formal voting rights on the provision and content of graduate courses as compared to less than a fourth (22 percent) of the faculty, who would extend those rights. A substantial proportion of the graduate students (37 percent) would like formal consultation on graduate student courses, but only 39 percent of the faculty would agree to that procedure. These issues are being fought out now in many graduate departments all over the country, for the most part through discussion and compromise, and though the results will be highly consequential, both for the character of graduate education and for graduate student morale, these issues do not make the front pages of newspapers or the evening television news.

In questions of governance, the differences in the views of younger and older college and university teachers may prove to be of great importance. Between 60 and 70 percent of the young college and university teachers would give undergraduates at least the right to formal consultation on decisions about the provision or content of courses, as compared to about one-third of the older men. On the issue of the role of graduate students in the appointment or promotion of faculty, nearly half of the young faculty would give them at least a formal consultative role, where only 10 to 20 percent of the older men would give them that much of a role.

The tendency of college and university administrators to increase the numbers of students on a wide range of governing bodies is already clear, although often unnoticed. It could be applauded -- and it usually is -- as an extension of democratic procedures to what has been too much of an authoritarian and an arbitrary institution. But the arguments for student representation are based on an assumption that student

representatives will hold fundamentally the same values regarding the institution as do the "adult" members of the committees. When that is not the case, however, appointment of student members to university committees is likely to radicalize or simply disrupt the work of the committee. Given the nature of internal student politics and the selective recruitment of radical activists to these university committees, it is more common for the student representatives to be more radical than the students they represent. Under those circumstances a reform intended merely to extend the franchise to another group of hitherto unrepresented participants in the universities has quite different consequences: student representatives are often more interested in the aims of the Movement than in the academic issues they are debating.

6. DIVERSITY

In general, the findings of this study remind us that American higher education is enormously diverse. Some of the institutions in our sample are very highly selective in the admission of their students on the basis of ability and performance while others are truly open-door colleges; some have great wealth and resources, while others are very poor; some are very large and others quite small.

There are differences in the activities engaged in on different campuses. In one group of leading public and private universities, more than two-thirds of the teachers reported that they spent about 6 hours a week in classroom instruction and the rest of their time in course preparation and a variety of other forms of teaching, research, and community service. By contrast, in a group of four-year colleges the majority of teachers spent 12 or more hours a week teaching in class.

In the universities in our sample, nearly 80 percent of the faculty had some form of doctoral degree, while in some categories of colleges, only half of the faculty had doctoral degrees. In the junior colleges only about 10 percent of the teachers did.

These differences cause us to remember that most of the figures in this preliminary report tend to lump quite different kinds of people and quite different kinds of institutions together. A closer exmination will show differences in attitudes and behavior in different sectors of higher education. Some of these differences are evident in the tables that conclude this report.

7. IMPLICATIONS FOR POLICY -- A Statement by Clark Kerr, Chairman of the Carnegie Commission on Higher Education

The National Surveys of Higher Education that have supplied the data for this report will be of the utmost importance to those who must make policy decisions for the future of our colleges and universities. Even the preliminary data presented on the preceding pages and in the tables that follow suggest some useful guidelines.

-- It is clear that, contrary to the impression given by many reports of campus disturbances, faculty members, graduate students, and undergraduates tend to be in strong agreement that disruptions by activists are inimical to academic freedom and the educational process. They are probably inclined to support policies that are designed to prevent campus violence or disruption and to support punishment for those who violate such policies.

-- There is ample evidence of increased demand for student participation in decision-making on the campuses. Students especially seek more of a role in making decisions about the provision and content of courses, student discipline, and bachelor's degree requirements. The demands are especially heavy when students seek roles in deciding curriculum questions in their own preferred academic fields and majors. Faculty members are somewhat more inclined to accept such participation by graduate students than by undergraduates.

In a study for the Commission by Joe L. Spaeth and Andrew M. Greeley, it was found that alumni of the class of 1961 also tend to support increased student involvement -- but on a highly selective basis. They

are not willing to give students power on questions of tenure, admission standards, tuition, or what is taught in specific courses, but they are willing to give students a role in organizing the curriculum, in the enforcement of rules, and in governing the participation of students in off-campus activities.

-- There is agreement that social change should be accomplished through the democratic process. There is also evidence of uneasiness with the failure of our society to achieve desired goals. These findings are of importance to all men and women charged with making and executing public policy. They would do well to remember that today's students who hold such views are not only future leaders, but most of them are new voters.

-- Professor Trow wisely reminds us that his study reaffirms the great diversity that is evident in American higher education. Institutions are different from each other, and the students and faculty members at one college may have different characteristics, views, and problems than those at another. General rules and policies that seem to respond to the summary evidence of the National Surveys of higher education may not be appropriate at individual institutions. State and national laws, for the same reasons, are usually inappropriate means of solving campus problems.

-- In the past, the major campus conflicts have been between the faculty and students, on the one hand, and the administration, on the other. Because the areas in which students now seek to extend their power are in the domain controlled by the faculty, and not the administration, it

is likely that the future conflicts on the campuses will be between students and faculty.

-- The remarkable degree to which undergraduate students, graduate students and faculty members agree on many important issues, and the majority's confidence in the democratic tradition suggest that, however difficult campus problems may appear to be, they are potentially susceptible to resolution.

TABLE 5

TOTAL RESPONSES BY FACULTY, GRADUATE STUDENTS, AND UNDERGRADUATES TO SELECTED ITEMS

(unless otherwise indicated figures reflect the proportion that "strongly agree" and "agree with reservations")

Question	% Faculty	% Graduate	% Undergraduate
Opportunities for higher education should be available to all who want it.	71	87	96
Classified weapons research is a legitimate activity on campus.		47	43
Teaching effectiveness, not publications, should be the primary criterion for the promotion of faculty.	75	87	95
Most undergraduates at my college are satisfied with the education they are getting.	70		71
Most faculty here are strongly interested in the academic problems of undergraduates.	61		64
Most American colleges reward conformity and crush student creativity.	51		43
Undergraduate education in America would be improved if:			
All courses were elective	20		53
Grades were abolished	32		59
Course work were more relevant to contemporary life and problems	72		90
More attention were paid to the emotional growth of students	70		82
Students were required to spend a year in community services at home or abroad	54		47
Colleges and universities were governed completely by their faculty and students	39		62
There were less emphasis on specialized training and more on broad liberal education	56		41
The typical undergraduate curriculum has suffered from the specialization of faculty members.	38	62	
Genuine scholarship is threatened in universities by the proliferation of big research centers.	32	32	

Question	% Faculty	% Graduate	% Undergraduate
I am in college to:			
Continue intellectual growth [get a well rounded general education]		94	97
Satisfy job requirements [train for a job]		64	88
Find myself [formulate goals and values]		27	96
Avoid the draft		6	23
Acquire detailed grasp of a special field			94
Much of what is taught in my department/at my college is irrelevant to the outside world.		35	43
Most undergrads at my college are satisfied with the education they are getting.	42		
Most graduate students in my department are basically satisfied with the education they are getting.		75	
I am basically satisfied with the education I am getting.			71
How often do you find yourself bored in class?			
Almost all the time		5	8
Fairly often		18	33
Occasionally		44	49
Almost never		23	9
I don't take classes		11	
Faculty unions have a divisive effect on academic life.	48	40	
Teaching assistant's unions have a divisive effect on academic life.	43	38	
Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for faculty members.	46	63	63
Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for teaching assistants.	40	55	

Question	% Faculty	% Graduate	% Undergraduate
How would you characterize yourself politically at the present time?			
Left	5	5	5
Liberal	41	37	40
Middle-of-the-road	27	27	36
Moderately Conservative	25	26	17
Strongly Conservative	3	4	2
In general, how do you feel about this institution?			
It is a very good place for me (Very satisfied)	49	51	21
It is a fairly good place for me (Satisfied)	42	43	42
It is not the place for me (Dissatisfied and very dissatisfied)	9	6	13
On the fence			23
How would you describe the intellectual environment in your department?			
Excellent	13	14	
Good	48	45	
Fair	30	31	
Poor	9	11	
Faculty members should be free on campus to advocate violent resistance to public authority.	21	21	32
Student demonstrations have no place on a college campus.	30	36	21
Students who disrupt the functioning of a college should be expelled or suspended.	79	72	62
Political activities by students have no place on campus.	16		15
Has your campus experienced any student protests or demonstrations during the current academic year?			
Yes	52	59	
No	47	39	

Question	% Faculty	% Graduate	% Undergraduate
How would you characterize your attitude toward the most recent demonstrations?			
Approve of aims and methods	13	12	
Approve of aims but not methods	13	16	
Disapprove of their aims	15	19	
Uncertain or mixed feelings	9	10	
Indifferent	1		
Not answered/Does not apply	49	39	
What was your role in this demonstration? (Mark all that apply - Over 100% possible)			
Helped to plan, organize, or lead the protest	1	1	
Joined in active protest with the protestors	2	3	
Openly supported the goals of the protestors	12	9	
Tried to mediate in the protest	7	2	
Openly opposed the goals of the protestors	5	3	
Was not involved actively in any way	76	85	
What do you think of the emergence of radical student activism in recent years? (Approve and approve with reservations)	42	36	
College officials have the right to regulate student behavior off campus.	18	16	6
Most rules governing student behavior are sensible.	78		74
Scientists should publish their findings regardless of the possible consequences.		60	57
Faculty members should be free to present in class any idea they consider relevant.	81	80	91
Faculty members should be more militant in defending their interests.	53		
Graduate students should be more militant in defending their interests.		39	
Students should be more militant in defending their interests.			53
A professor's teaching and research inevitably reflects his political values.	37		49

TABLE 6

DISTRIBUTION BY TYPE OF INSTITUTION OF TOTAL FACULTY, GRADUATE STUDENT AND UNDERGRADUATE RESPONSES TO SELECTED ITEMS

(Unless otherwise indicated, figures represent percentages of respondents who agree strongly or agree with reservations. F = Faculty, G = Graduate Students, U = Undergraduates)

		Universities	Colleges	Junior Colleges
Opportunities for higher education should be available to all who want it.	F	67	70	85
	G	86	87	
	U	95	96	97
Classified weapons research is a legitimate activity on campus.	F	--	--	--
	G	49	49	48
	U	44	41	48
Teaching effectiveness, not publications should be the primary criterion for the promotion of faculty.	F	61	84	95
	G	86	93	
	U	96	97	96
Most undergraduates are satisfied with the education they are getting.	F	69	73	83
	G	--	--	
	U	68	74	70
Most faculty here are strongly interested in the academic problems of undergraduates.	F	51	71	75
	G	--	--	
	U	53	74	68
Most American colleges reward conformity and crush student creativity.	F	50	53	53
	G	--	--	
	U	55	53	49
Undergraduate education would be improved if:				
All courses were elective	F	18	23	21
	G	--	--	
	U	53	55	55

		Universities	Colleges	Junior Colleges
Grades were abolished	F	31	33	38
	U	64	63	57
Course work were more relevant to contemporary life and problems	F	70	72	81
	G	--	--	
	U	90	89	57
More attention were paid to the emotional growth of students	F	66	71	77
	G	--	--	
	U	81	83	84
Students were required to spend a year in community service in the U.S. or abroad	F	52	58	61
	G	--	--	
	U	50	54	53
The college were governed completely by its faculty and students	F	41	40	34
	G	--	--	
	U	64	63	64
There were less emphasis on specialized training and more on broad liberal education	F	56	64	50
	G	--	--	
	U	45	63	64
The typical undergraduate curriculum has suffered from the specialization of faculty members.	F	53	50	47
	G	41	31	
	U	--	--	--
Genuine scholarship is threatened in universities by the proliferation of big research centers.	F	31	35	39
	G	35	39	
	U	--	--	

		Universities	Colleges	Junior Colleges
I want a college education in order to:				
Continue intellectual growth/Acquire a detailed grasp of a special field	F	--	--	--
	G	96	95	
	U	92	92	94
Satisfy job requirements/Train for a job	F	--	--	--
	G	67	66	
	U	84	81	93
Find myself/Formulate goals and values	F	--	--	--
	G	27	27	
	U	95	97	97
Avoid the draft	F	--	--	--
	G	9	5	
	U	29	26	30
Much of what is taught in my department (at my college) is irrelevant to the outside world.	F	--	--	--
	G	38	35	
	U	49	43	42
Most graduate students in my department are basically satisfied with the education they are getting (Faculty response). I am basically satisfied with the education I am getting (Graduate student response). Most undergrads at my college are satisfied with the education they are getting (Undergraduate student response).	F	75	79	79
	G	76	73	

		Universities	Colleges	Junior Colleges
Do you find yourself bored in class these days?				
Almost all of the time	F	--	--	--
	G	5	4	
	U	8	7	7
Fairly often	F	--	--	--
	G	21	43	
	U	34	30	33
Occasionally	F	--	--	--
	G	43	47	
	U	50	53	50
Almost never	F	--	--	--
	G	19	20	
	U	8	10	10
Faculty unions have a divisive effect on academic life.	F	52	52	55
	G	37	44	
	U	--	--	--
Teaching assistant's unions have a divisive effect on academic life.	F	50	51	53
	G	35	43	
	U	--	--	--
Do you feel that there are circumstances in which a strike would be a legitimate means of collective action for teaching assistants? (Response: definitely yes and probably yes)	F	46	44	40
	G	62	58	
	U	--	--	--
In general, how do you feel about this institution?				
It is a very good place for me (Response: Very satisfied)	F	50	49	58
	G	52	43	
	U	23	27	16

		Universities	Colleges	Junior Colleges
It is a fairly good place for me (Response: Satisfied)	F	42	42	35
	G	42	50	
	U	44	42	41
It is not the place for me (Response: Dissatisfied and very dissatisfied)	F	8	9	8
	G	6	6	
	U	12	13	16
The intellectual environment (Response to: How would you describe it in your department)				
Excellent	F	17	13	9
	G	16	12	
	U	--	--	--
Good	F	47	48	49
	G	42	40	
	U	--	--	--
Fair	F	26	27	30
	G	30	33	
	U	--	--	--
Poor	F	8	9	8
	G	11	13	
	U	--	--	--
I think I would have been happier if I had not entered graduate school/ college.	F	--	--	--
	G	7	10	
	U	5	5	8
Student demonstrations have no place on a college campus.	F	24	29	40
	G	29	41	
	U	19	20	37

		Universities	Colleges	Junior Colleges
Students who disrupt the functioning of a college should be expelled or suspended.	F	78	78	85
	G	67	77	
	U	54	56	67
Political activities by students have no place on campus.	F	14	15	22
	G	--	--	--
	U	8	9	22
Has your campus experienced any student protests or demonstrations during the current academic year? (Response: Yes)	F	77	43	33
	G	76	39	
	U	--	--	--
How would you characterize your attitude toward the most recent demonstration? (Responses:approve of aims and methods, and approve of aims but not methods)	F	38	24	15
	G	38	19	
	U	--	--	--
What was your role in this demonstration?				
Helped to plan, organize, or lead the protest.	F	0.4	0.8	1
	G	0.6	1	
	U	--	--	--
Joined in active protest with the demonstrators.	F	2	2	0.6
	G	3	3	
	U	--	--	--
Openly supported the goals of the protestors.	F	10	17	12
	G	10	9	
	U	--	--	--
Openly opposed the goals of the protestors.	F	4	6	6
	G	3	4	
	U	--	--	--

		Universities	Colleges	Junior Colleges
Tried to mediate in the protest.	F	6	10	12
	G	1	4	
	U	--	--	--
Was not involved actively in any way.	F	80	68	72
	G	84	85	
	U	--	--	--
What do you think of the emergence of radical student activism in recent years? (Response: Unreservedly approve and approve with reservations)	F	46	46	34
	G	43	32	
	U	--	--	--
College officials have the right to regulate student behavior off campus.	F	15	17	17
	G	13	17	
	U	4	6	7
Most rules governing student behavior are sensible.	F	78	78	84
	G	--	--	--
	U	77	73	70
What role do you believe undergraduates should play in decisions on the following? (Response: Little or no role)				
Faculty appointment and promotion	F	53	49	58
	G	40	44	30
	U	18	19	30
Undergraduate admissions policy	F	35	31	36
	G	31	38	
	U	21	19	21
Provision and content of courses	F	13	12	16
	G	8	11	
	U	3	3	6

		Universities	Colleges	Junior Colleges
Student discipline	F	4	3	6
	G	6	10	
	U	2	1	3
Bachelor's degree requirements	F	29	31	38
	G	24	32	
	U	11	12	22
What role do you believe graduate students should play in decisions on the following? (Response: Little or no role)				
Faculty appointments and promotion	F	29	27	25
	G	24	31	
	U	--	--	--
Departmental admissions policy	F	43	40	43
	G	18	21	
	U	--	--	--
Provision and content of graduate courses	F	6	8	11
	G	3	5	
	U	--	--	--
Student discipline	F	7	7	9
	G	7	11	
	U	--	--	
Advanced degree requirements	F	20	21	21
	G	12	17	
	U	--	--	
Scientists should publish their findings regardless of the possible consequences.	F	--	--	--
	G	62	62	
	U	65	62	57

		Universities	Colleges	Junior Colleges
Faculty members should be free to present in class any idea they consider relevant.	F	84	84	76
	G	86	82	
	U	--	--	--
Faculty members (Graduate students ... Students ...) should be more militant in defending their interests.	F	55	55	53
	G	45	40	
	U	24	22	20
A man's (A professor's ...) teaching and research inevitably reflect his political values.	F	35	39	45
	G	--	--	
	U	43	48	55